Design and Te	echnology Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Design	I can use my own	I can use my own	I can think of an idea	I can design a	I can use ideas from	I can come up with a	I can use market
	ideas.	ideas.	and plan what to do	product and make it	other people when	range of ideas after	research to inform
			next.	look attractive for	designing.	collecting	my plans and ideas.
	I can draw what I	I can make a simple		the customer.		information from	
	would like to make	drawing plan before	I can begin to add		I can produce a plan	different sources.	I can justify my plans
		I make something.	labels about the	I can prove that my	and explain it.		in a convincing way.
			materials to my	design meets some		I can produce a	
			plan.	set criteria.		detailed step-by-	I can show that I
						step plan.	consider culture and
			I can choose tools	My design/plan will			society in my plans
			and materials and	include labels.		I can explain how a	and designs.
			explain why I have	Identifying the		product will appeal	
			chosen them.	materials/		to a specific	I can produce a
				ingredients and		audience.	details step-by-step
				colours.			plan. Including
						I can make a proto	detailed labels.
						type before making	I can work within a
						a final version.	budget
Evaluate	I can play with my	I can explain to	I can explain what	I can evaluate my	I can evaluate and	I can suggest	I show that I can test
	design to see if it	someone else if my	went well with my	product against the	suggest	alternative plans,	and evaluate my
	works.	product worked.	work.	criteria.	improvements to my	outlining the	products.
					design.	positive features	
	I can change my	I can work with a	I can suggest ways	I can re plan my		and draw backs.	I can evaluate my
	design to make it	partner to say what	that I could make	design to make	I can evaluate		product against
	better.	is good about their	changes to my work	adjustments in	products based on	I can evaluate	clear criteria.
		product.	to make it better.	order to meet the	both their purpose	appearance and	
				criteria.	and appearance.	function against	
					t and and the base t	original criteria.	
					I can explain how I	1	
					have improved my	I can use my proto	
					original design.	type to inform my	
					I can preserver and	choices for my final	
					adapt my work	design.	
					when my design		
					ideas do not work.		

·	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Natural materials (Forest Schools)	Reception Will cover PSED, physical development and communication and language. Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)	Year 1 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)	Year 2 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills)	Year 3 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills) Children will then re-design their den. Children will make den in the following lesson again and re-evaluate.	Year 4 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills) Children will then re-design their den. Children will make den in the following lesson again and re-evaluate.	Year 5 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills) Children will then re-design their den. Children will make den in the following lesson again and re-evaluate.	Year 6 Children are going to be taught various knots and how to correctly attach tarp. Children will return to the classroom and design their den. (using design skills) Children will make their den designs in the following lesson in forest schools and evaluate. (using evaluate skills) Children will then re-design their den. Children will make den in the following lesson again and re-evaluate.

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Cooking and	See cooking	See cooking	See cooking	See cooking	See cooking	See cooking	See cooking
nutrition	planning	planning	planning	planning	planning	planning	planning
Building Structures	PROJECT – mobile	PROJECT - My	PROJECT – Bird	PROJECT - Photo	PROJECT – How	PROJECT – Baby	PROJECT – Bug
		House	House	Frames	will you store your	Mobile	Hotel.
	I can cut materials				favourite things?		individual insect
	using different	Children to look at	Step up from My	I understand how		I understand how	house that
	tools.	different houses	House.	to use the tools	I understand how	to use the tools	connects into a
		And think about		correctly and use	to use the tools	correctly and use	frame with others
	I can drill a hole.	their designs.	Children would	them safely.	correctly and use	them safely.	to make a bug
			make a full bird		them safely.		hotel.
	PD – uses simple	Children could	house using	Select and use a		Select and use a	
	tools to effect	start by making a	cutting and joining	wider range of	Select and use a	wider range of	I understand how
	changes to	frame out of	skills but also	tools and	wider range of	tools and	to use the tools
	materials	straws.	finishing.	equipment to	tools and	equipment to	correctly and use
		F. 1 1 .		perform practical	equipment to	perform practical	them safely.
	I can paint my	Final product	B 11 1	tasks (cutting,	perform practical	tasks (cutting,	
	design to make it	would be a frame	Build structures,	shaping, joining	tasks (cutting,	shaping, joining	Select and use a
	attractive.	made out of wood.	exploring how	and finishing)	shaping, joining	and finishing)	wider range of tools and
	I make sure that I	Facus on cutting	they can be made stronger, stiffer	accurately.	and finishing)	accurately.	
	am being safe	Focus on cutting and joining.	and more stable.	Select and use a	accurately.	Select and use a	equipment to perform practical
	when using tools	and joining.	and more stable.	wider range of	Select and use a	wider range of	tasks (cutting,
	and that I am	Select from and	I can cut materials	materials and	wider range of	materials and	shaping, joining
	holding them	use a range of	using different	components	materials and	components	and finishing)
	correctly.	tools and	tools. E.g. hand	including	components	including	accurately.
		equipment to	saws.	construction	including	construction	accurately.
	Children could also	perform practical		materials	construction	materials	Select and use a
	learn how to	tasks [for example,	I make sure that I	according to their	materials	according to their	wider range of
	hammer nails into	cutting, shaping,	am being safe	functional	according to their	functional	materials and
	clay.	joining and	when using tools	properties and	functional	properties and	components
		finishing]	and that I am	aesthetic qualities.	properties and	aesthetic qualities.	including
			holding them	·	aesthetic qualities.		construction
		I make sure that I	correctly.	Apply their		Apply their	materials
		am being safe		understanding of	Apply their	understanding of	according to their
		when using tools		how to	understanding of	how to	functional

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		and that I am holding them correctly.		strengthen, stiffen and reinforce more complex structures.	how to strengthen, stiffen and reinforce more complex structures.	strengthen, stiffen and reinforce more complex structures.	properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
Mechanisms	PROJECT – Moving Toys (spilt Pin toys) Explore and use mechanisms -	PROJECT - Wacky Windmills Explore and use mechanisms – wheels	PROJECT - Paper Toys/ cars Explore and use mechanisms - leavers and sliders,	PROJECT - Moving Monsters Understand mechanical systems in their	PROJECT - How will your animal open its mouth? Understand mechanical	PROJECT – Moving Toys/ buggies Understand mechanical	PROJECT – Fairground Understand and use electrical systems in their
		Wheels	axels Leavers, sliders, axels	products gears, pulleys leavers. Gears, pulleys, leavers	systems in their products gears, pulleys leavers. Gears, pulleys, leavers	systems in their products gears, pulleys leavers. Gears, pulleys, leavers, axels	products. Electric circuits – switches, bulbs, buzzers, motors.
Computer Programming (Link with computing planning)	-	-	-	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.	Apply their understanding of computing to program, monitor and control their products.
Textiles	See textiles planning PROJECT – My Flag	See textiles planning PROJECT – Lets go fly a kite	See textiles planning PROJECT – Hand puppet	See textiles planning PROJECT – patterned blankets – teddy bears picnic.	See textiles planning PROJECT – Pencil cases	See textiles planning PROJECT – Funky Furnishings	See textiles planning PROJECT – Grannies Slippers